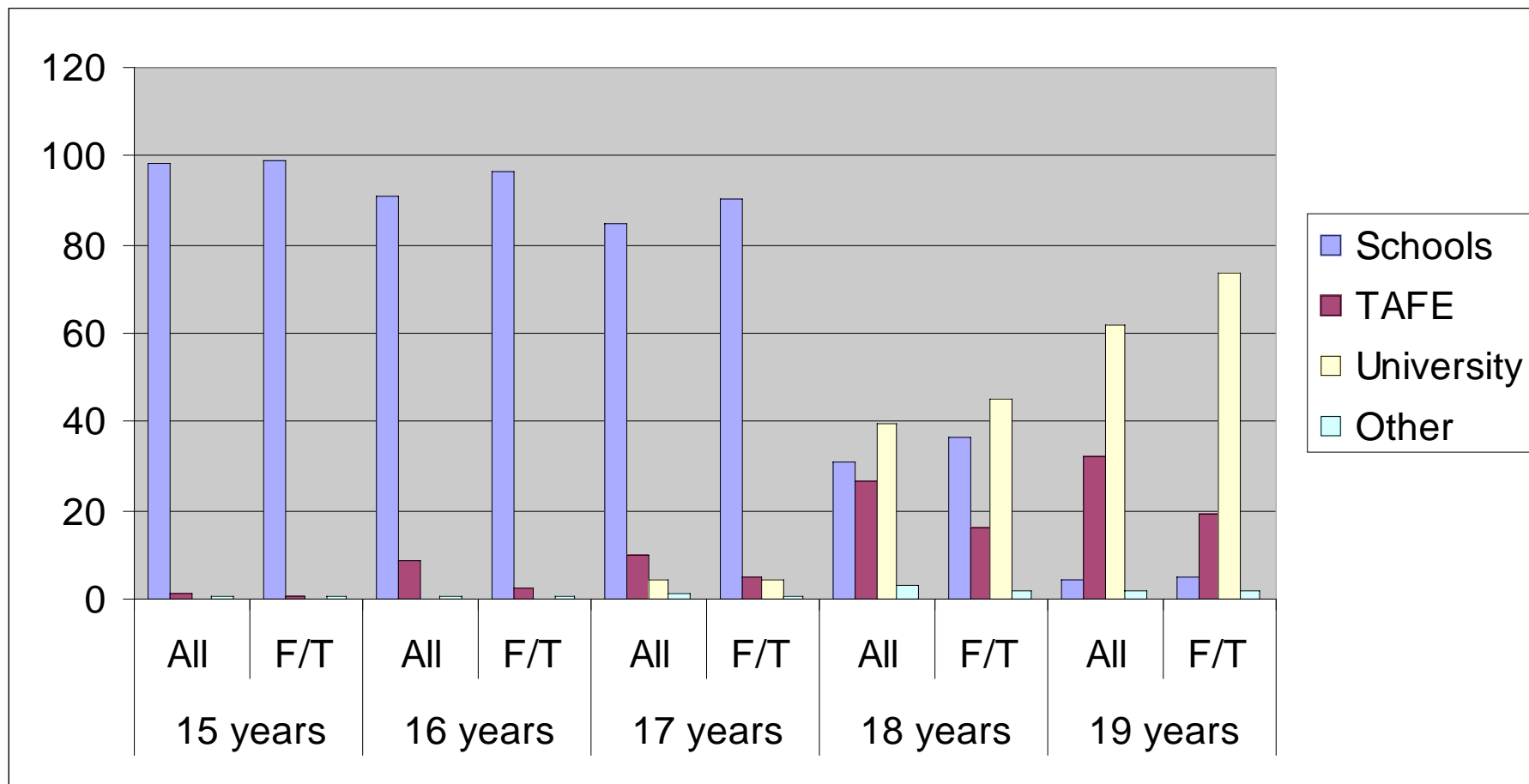


VISTA

Youth pathways: implications for TAFE providers



Enrolment share of all and full-time students, 15-19, 2006

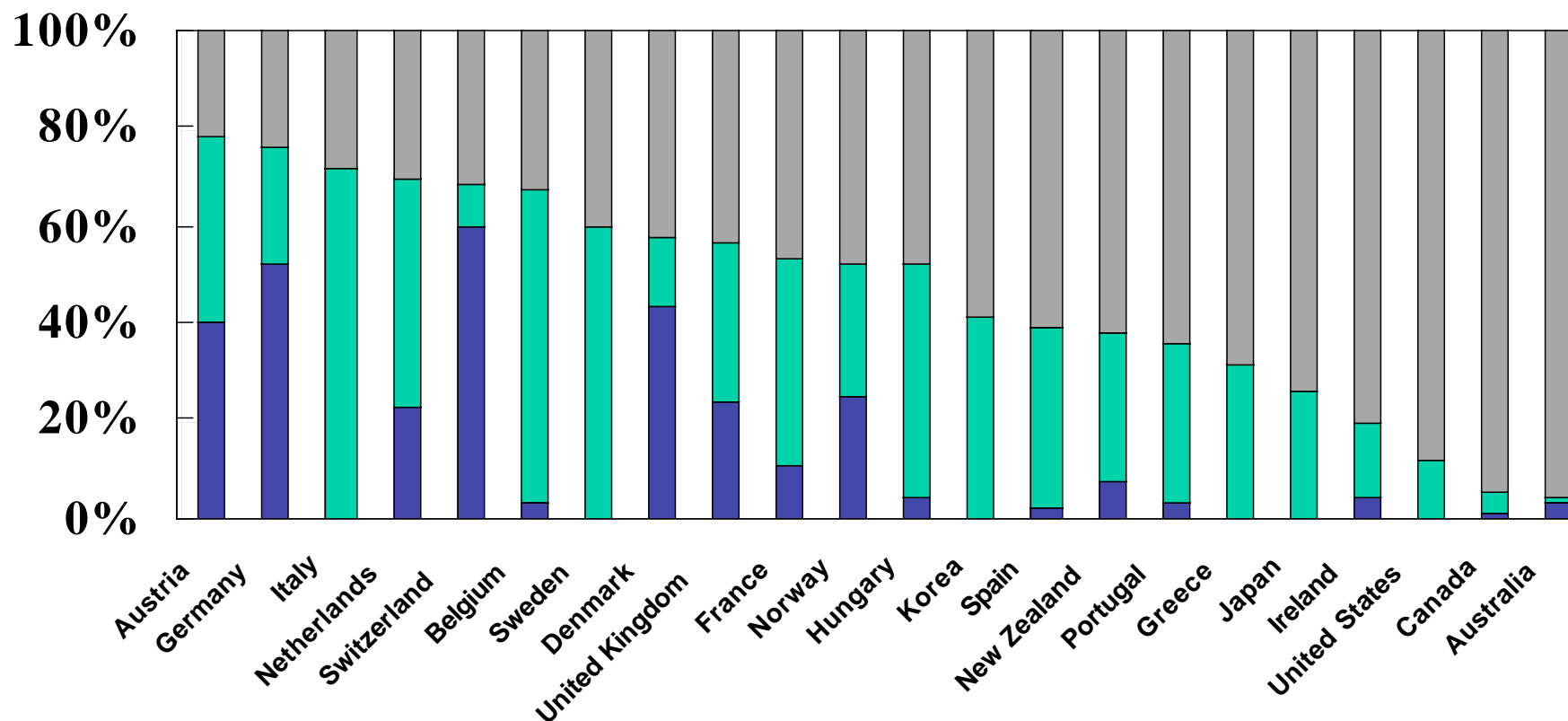


Source, 2006 Census.



Senior secondary enrolment x pathway types, late 1990s

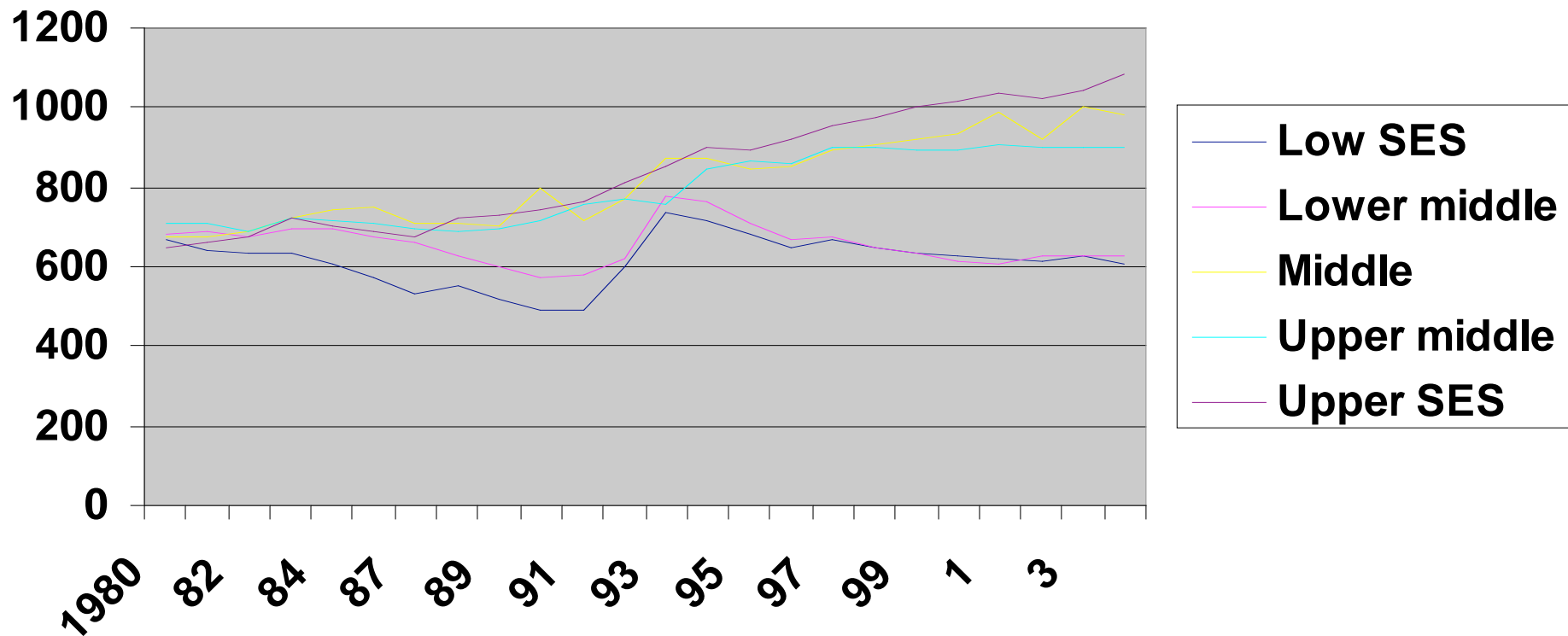
■ Apprenticeship-type ■ School-based vocational ■ General education



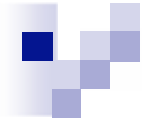
Source: data from the 2001 OECD report on Transition from education to working life



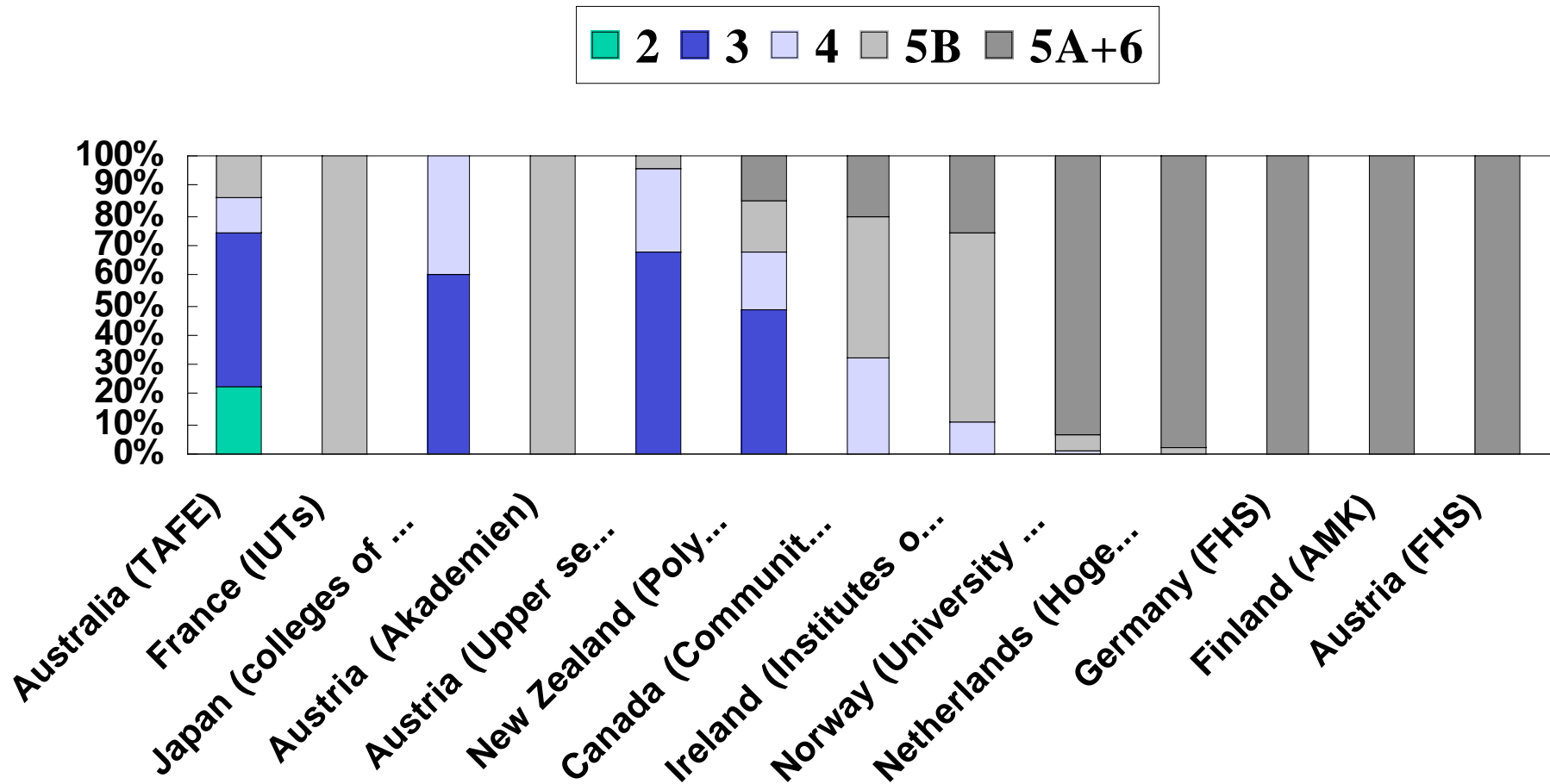
Average government secondary school enrolments x SES quintile bands, 1980-2004, Victoria



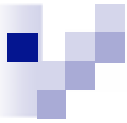
Source: Lamb, 2007



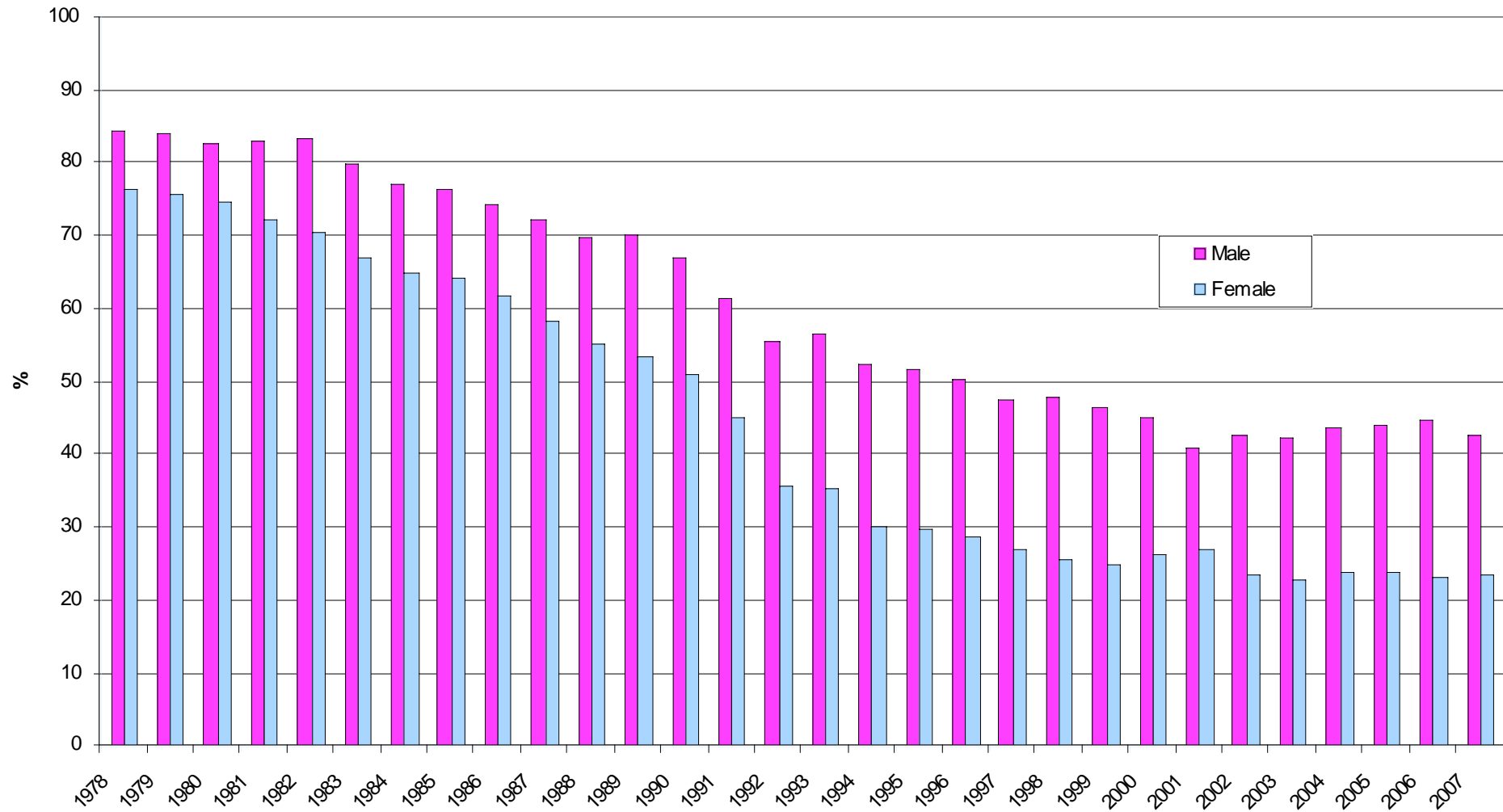
Proportions of provision by ISCED levels in non-university post school provides in selected OECD countries.



Source: OECD (2005) *Education Policy Analysis*, Paris



Full-time jobs as a proportion of all jobs, 15-19 year-olds, by gender, 1978-2007



Source: ABS. 6202.0 - Labour Force. Australia



Year 12 leaver demand for cert IV and Diploma and university courses

	<u>Cert IV/Dip.</u>	<u>University</u>
■ 2003	19.8%	40.8
■ 2008	14.3%	44.1

Source: On Track. 2003, 2008

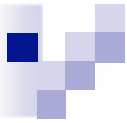


Combination of market and status effect

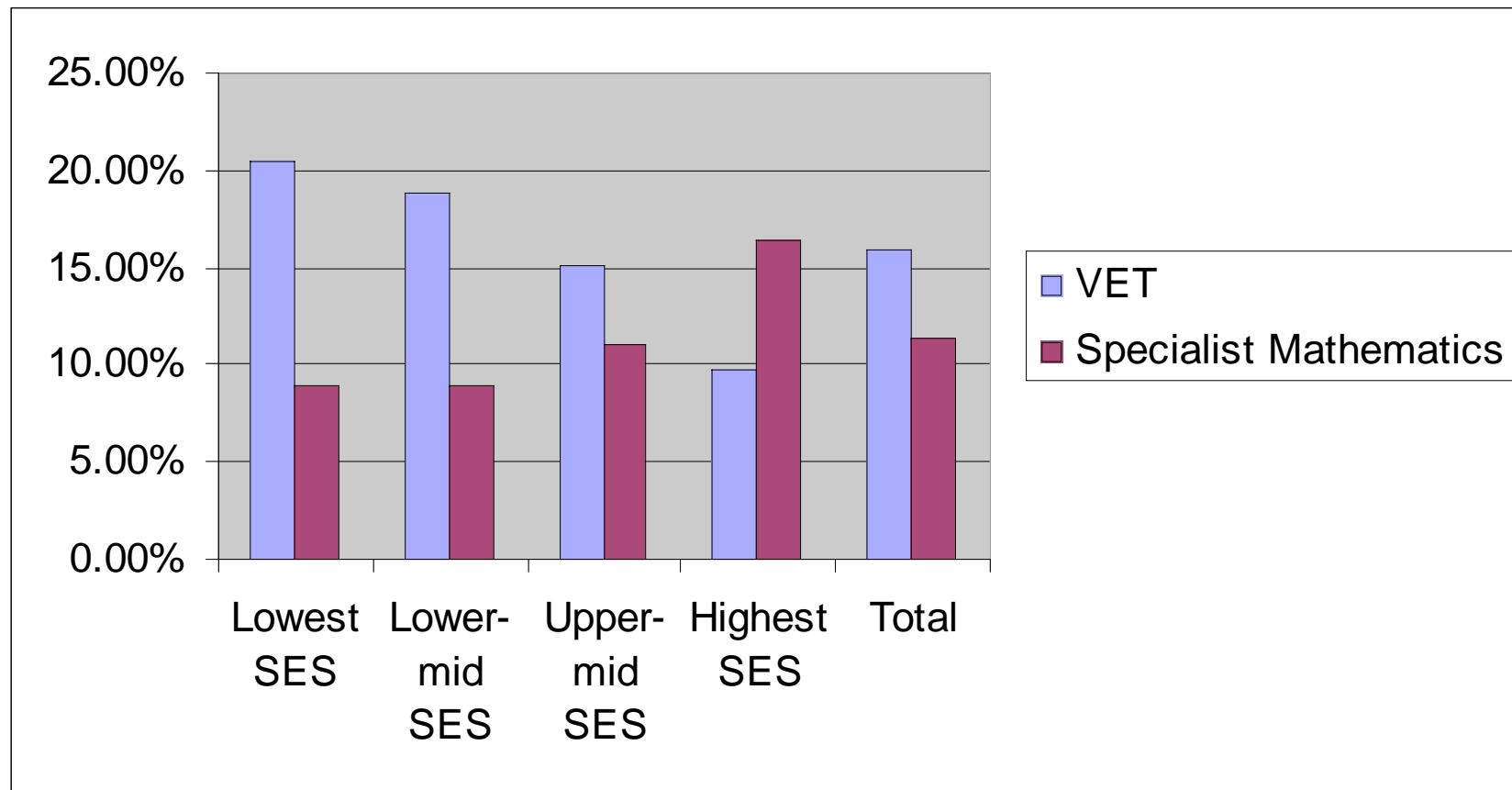
- University pathway as a market expression – high private rates of return;
- However, Dore and Collins argue that education is status driven;
- In Victoria (in particular) the university pathway is dominated by the private school sector. This sector has a historical relationship with the universities.
- Hence there is a status value added to the exchange value for the university pathway.
- This may explain why Victorian TAFEs are investing in degree level courses more than TAFEs in other states.
- *Similar comparisons could be made with the Foundation Degrees in England and Scotland's disinterest in them.*

Dore R, 1976, *The Diploma Disease*, London, Allen and Unwin..

Collins Randall, 1979, *The credential society. An historical sociology of education and stratification*, Orlando, Academic Press.

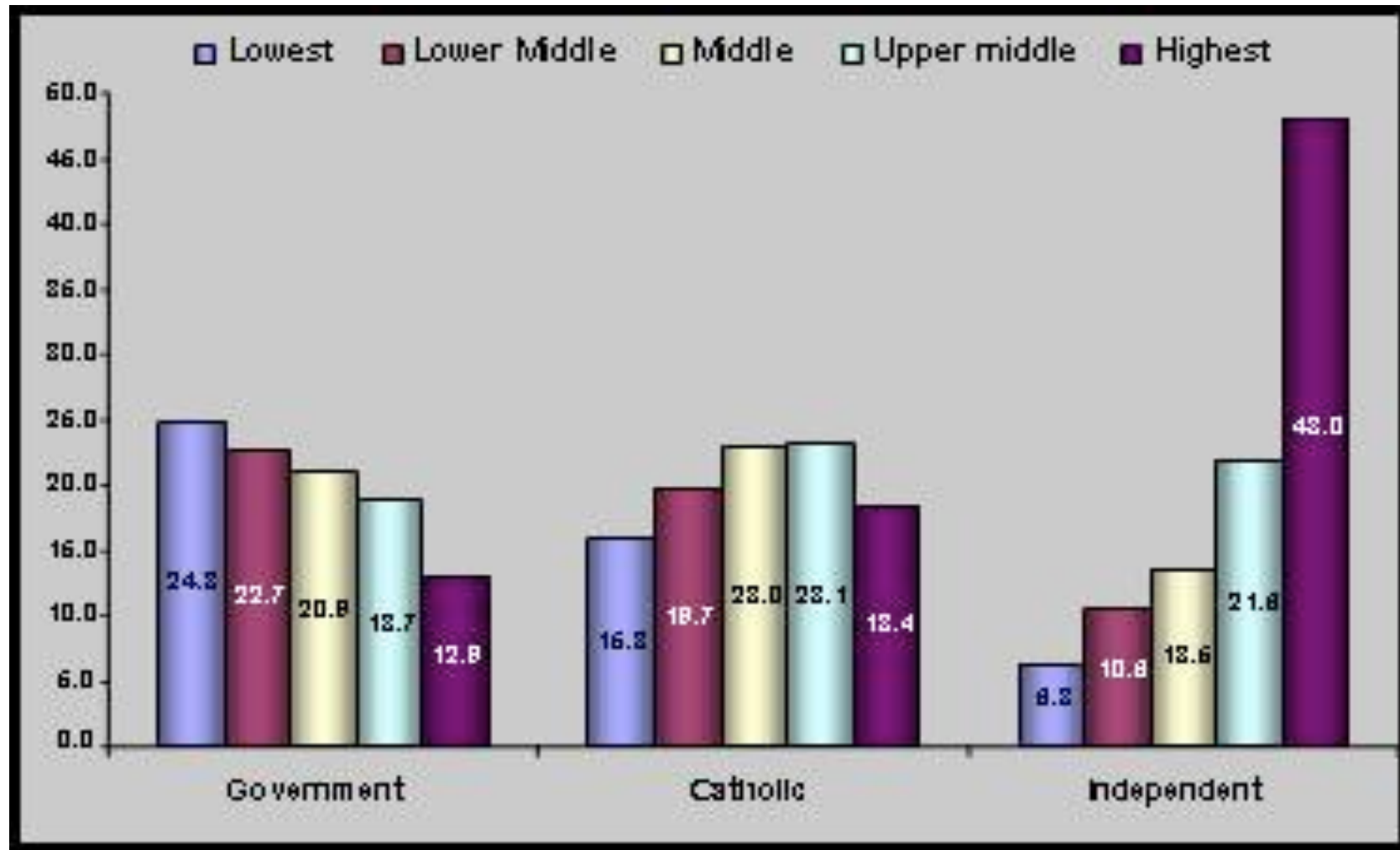


Percentage of Victorian year 12 students taking VET and specialist Mathematics x socio-economic-status, 2007

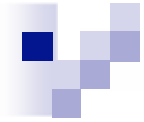


Source: VCAA enrolment data.

Student SES background (quintiles of SES), by school sector: Year 11 VCE students, Victoria, 2005 (percent)



Source: VCAA data

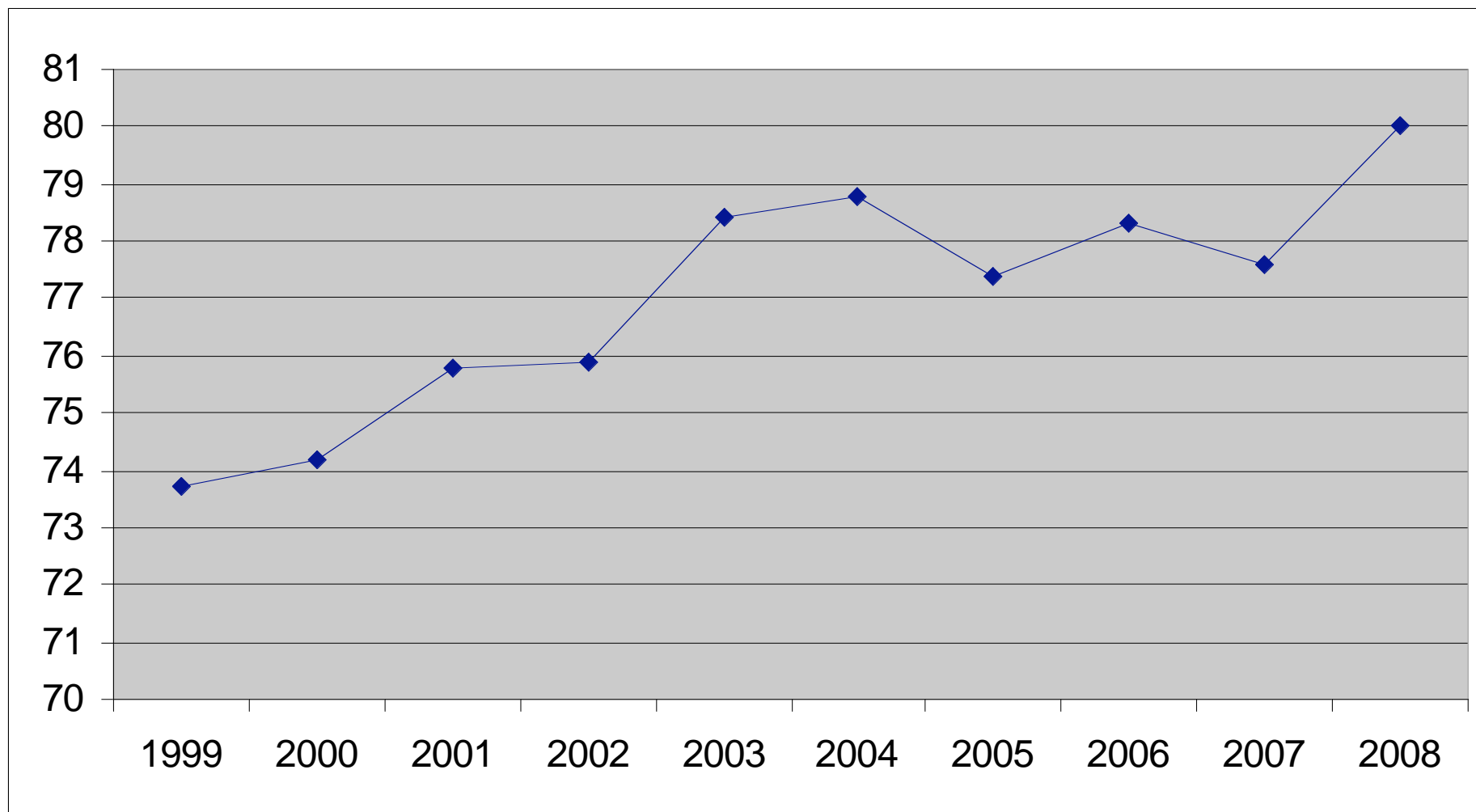


Pathway issues

- Dominance of the university pathway:
 - Combination of status and market effects;
 - Impact upon the senior secondary curriculum
- Consistent failure of school system over two decades to provide for all.
- Weak provision capacity and environment for those with weakest options;
- TAFE as a provider –
 - Destination, parallel, partner?
 - Of what: VCE/VCAL/VET quals



Year 12 or equivalent rate at age 19 years, Victoria 1999-2008



Source: DEECD unpublished data



VET participation rate of persons aged 15 years and older, Australia, 2003–08

	2003	2004	2005	2006	2007	2008
15 to 19 years	26.5	26.5	27.3	30.2	29.9	30.2
20 to 24 years	20.2	19.0	19.0	18.9	18.3	18.2
25 to 44 years	11.2	10.2	10.2	9.9	9.7	9.7
45 to 64 years	6.9	6.1	6.3	5.9	5.9	5.9
65 years and older	1.3	1.0	1.1	1.0	1.0	1.0
15 to 64 years	12.2	11.3	11.4	11.4	11.3	11.3

Source: AVETMIS



15-19 enrolments, TAFE, 2005

Age	Frequency	% of all Victorian VET students
15	8522	1.8
16	17221	3.6
17	19582	4.0
18	29754	6.1
19	30814	6.4
Total	105893	21.9

Source: OTTE



Effective pathways

- Courses and qualifications
- Provision
- Transition systems
- Support systems
- Information and advisory services
- *Sectors and institutions should not be seen in isolation – TAFE pathways are about the relationship between schools and TAFE.*



Some suggestions

- There is a need for a better set of applied learning qualifications – possibly national program based certificates and diplomas (similar to England and Scandinavia)
- Should consider structural options, such as: the Vocational College (Holmesglen) and the Polytechnics (Tasmania) – can TAFE do it all?
- Transition systems for VET need to add value to compete with university pathways.
- Pathways can't just be compensatory – need to be located back further in the secondary years.
- Independent and mentor based advisory system.